



LIAISON COMMITTEE ON
MEDICAL EDUCATION

Connecting with the Secretariat Webinar

February 6, 2025
1:30 pm – 3:00 pm ET

Welcome!

Thank you for joining us for today's webinar. The program will begin shortly.

You will not hear audio until we begin.

If you have technical questions, please email aamc@commpartners.com.



LIAISON COMMITTEE ON
MEDICAL EDUCATION

Guest Speakers

Independent Student Analysis



Mattie Harris, Class of 2026

Wake Forest University School of Medicine



Phoebe Livingston, Class of 2026

Wake Forest University School of Medicine



Wake Forest University School of Medicine's Independent Student Analysis (ISA)

Phoebe Livingston, MS3 (ISA Committee MS1)
Mattie Harris, MS3 (ISA Committee MS1)



Wake Forest University
School of Medicine



Agenda



Committee Formation/Timeline



Survey Development



Survey Distribution

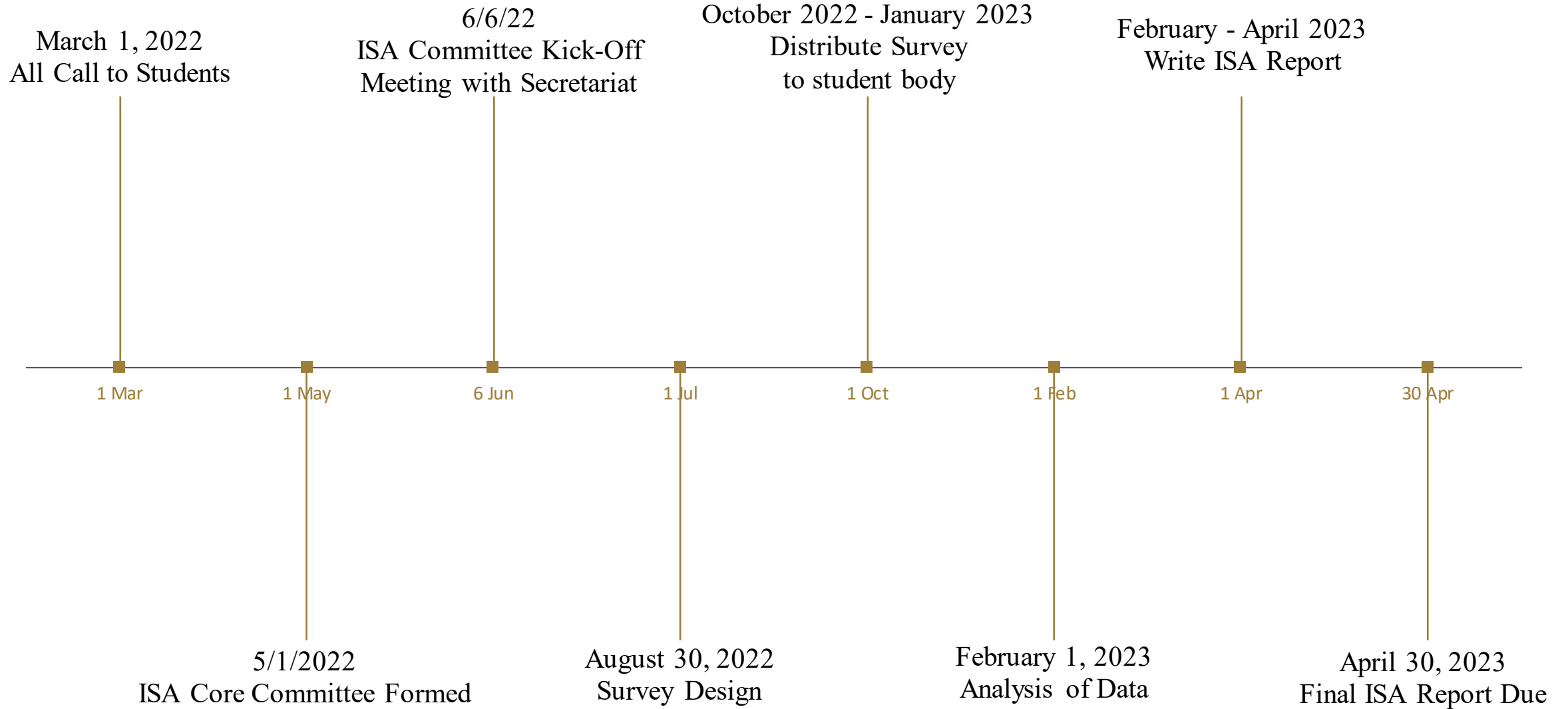


Data Analysis



Report Creation

Independent Student Analysis Timeline



Total time: 14 months



Wake Forest University
School of Medicine



Committee Formation

- **March 2022- May 2022**
- An open call was sent out to all students with a goal of at least 2 students per class
 - Any student had the opportunity to contribute if they chose to
 - Students were made aware of the time commitment
- 11 students responded to the open call
 - 2 MS4's
 - 3 MS3's
 - 3 MS2's
 - 3 MS1's

Pro tip:
Administration debated on selection versus open call but agreed that allowing any student the chance to be on the committee would allow for better inclusivity of student voices



Roles

- Roles divided based on student interest/student availability depending on their year
 - Report Chairs- 3 MS1's
 - Survey Creation Chair- 1 MS2
 - Administration Liaison- 1 MS2
 - Correspondence Chair- 1 MS3
 - Data Analysis and Reporting- all committee members

Pro tips:

Choose roles for each class that fit their schedule.

Example: avoid MS2's as report chairs as they will have Step 1 priorities most of the time while distributing the survey and analyzing the data.



ISA Survey Development

- **August 2022-October 2022**
- Survey Medium: REDCap
- Questions: 70 required LCME questions, 3 additional questions
 - Additional questions were decided by the committee
- A four-point Likert scale:
 - “Very Dissatisfied”
 - “Dissatisfied”
 - “Satisfied”
 - “Very Satisfied”
 - “N/A” included to represent “No opportunity to assess/Have not experienced this.”



Additional Survey Questions

Adequacy of opportunities for need based scholarships

Adequacy of longitudinal courses implemented in the pre-clinical setting

Adequacy of longitudinal courses implemented in the clinical setting

How we decided on additional questions

- Committee went through all LCME questions and decided on what areas we felt were missing from the list that applied to our school
 - Focused on certain areas that we felt could use improvement
 - Committee members from every class had a say
 - Decided on 3 additional questions

Pro tip:

It could have been helpful to have a focus group of students not only on the committee to have a say in additional questions to hear more student's voices



ISA Survey Example

Please select your cohort.

- MS2023
- MS2024
- MS2025
- MS2026

Please select the campus where you are completing your third-year clinical clerkships.

- Winston-Salem
- Charlotte

Questions pertaining to clerkships and hospitals/clinical sites should be answered based on your experience at the Charlotte campus.

You will be asked to indicate your level of satisfaction for both the Winston-Salem and Charlotte campuses on some questions. "Charlotte campus" will be indicated in parentheses on the relevant duplicate questions. For questions NOT marked "Charlotte campus" answer them based on your pre-clinical experience (Years 1 & 2) at the Winston-Salem campus.

STUDENT-FACULTY-ADMINISTRATION RELATIONSHIPS:

Office of the Associate Dean of Students/Student Affairs

	Very dissatisfied	Dissatisfied	Satisfied	Very satisfied	N/A
Accessibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessibility (Charlotte campus)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Awareness of student concerns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Awareness of student concerns (Charlotte campus)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responsiveness to student problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responsiveness to student problems (Charlotte campus)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

STUDENT-FACULTY-ADMINISTRATION RELATIONSHIPS:

Office of the Associate Dean for Educational Programs/Medical Education

	Very dissatisfied	Dissatisfied	Satisfied	Very satisfied	N/A
Accessibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessibility (Charlotte campus)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Awareness of student concerns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Awareness of student concerns (Charlotte campus)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responsiveness to student problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



ISA Survey Distribution

October 2022-January 2023



Pro tip:

Plan the MS4 survey distribution around interview season. Our MS4 class had a much lower response rate because there were no mandatory events during the time of survey distribution. Plan early.

ISA Survey Completion

Final Response Rates	
M1 (Class of 2026)	100%
M2 (Class of 2025)	97%
M3 (Class of 2024)	100%
M4 (Class of 2023)	82%

Winston-Salem: 94.9% Overall
Charlotte: 100% Overall



Data Analysis

- Four measures were calculated for each survey item:
 - response rate
 - percentage responding “N/A”
 - percentage responding “Satisfied” or “Very Satisfied”
 - percentage responding “Dissatisfied” or “Very Dissatisfied”
 - All measures were calculated with “N/A” responses included in total responses.

Table 11.2-1a Adequacy of career counseling								
Medical School Class	Number of Total Responses/Response Rate to this Item		Number and % of N/A Responses		Number and % of Dissatisfied/Very Dissatisfied Responses		Number and % of Satisfied/Very Satisfied Responses	
	N	%	N	%	N	%	N	%
M1	147	100.0	14	9.5	4	2.7	129	87.8
M2	141	97.2	14	9.9	13	9.2	114	80.9
M3	140	100.0	7	5.0	15	10.7	118	84.3
M4	116	82.3	1	0.9	10	8.6	105	90.5
Total	544	94.9	36	6.6	42	7.7	466	85.7

Drafting of the ISA: LCME Categories



Office of the Associate Dean for Educational Programs/Medical Education



Learning Environment and Facilities



Library and Information Resources



Student Services



Medical Education Program



Additional Questions

Drafting of the ISA: Narratives

Student Services

This section surveyed students on the student services provided through the medical school. Survey items targeted topics including: the accessibility of academic counseling, tutoring services, career advisement, financial counseling, health services, and education regarding hazardous exposures. Within this section, students reported a generally higher rate of satisfaction compared to other sections. Lower rates of satisfaction are seen in the availability of tutorial help and in the confidentiality of mental health services. Discrepancies are also seen when comparing satisfaction of student services provided to the class of 2024 students who are at the Charlotte campus compared to the Winston-Salem campus.



Drafting of the ISA: Item Summaries

5.14 Student workload in the required clerkships

Overall, 91.8% of students report satisfaction with the student workload in the required clerkships. The class of 2024 reported lower rates of satisfaction than the class of 2023 at 84.8% versus 98.3% satisfaction respectively. All the 15 students at the Charlotte Campus report satisfaction with the student workload in the required clerkships.

5.15 Adequacy of supervision in clinical settings

Overall, 97.6% of students were satisfied with the adequacy of supervision in clinical settings. The rate of satisfaction was consistent across all relevant years, with the Class of 2024 at the Winston-Salem campus reporting the lowest rate at 96%.

Pro tip:

Students in the committee divided up the questions, summaries, and recommendations by question numbers to decrease the work-load on individuals. We compiled a document and set a timeline. Each student worked on their section as time allowed.



Drafting of the ISA: Recommendations

- Recommendations made for all questions with satisfaction rates <85%
- Focus group of students created after survey administration to help produce recommendations
 - Sent out an open call to all classes and students so everyone could have a chance to voice improvements
 - 4 MS1's and 3 MS3's

5.17 Fairness of summative assessments in the clerkship phase: Clerkship directors should aim to be transparent with each student cohort regarding grading and assessments throughout the duration of the clerkship. Clerkship directors should routinely reevaluate grading criteria, and if necessary, actively engage student liaisons for real-time feedback and insight. Clerkships directors should also strive to consolidate and deliver individualized summaries of student performance.



ISA Example

Methods

Executive Summary

Narrative

Office of the Associate Dean for Educational Programs/Medical Education

Summaries by Item
Recommendations

Learning Environment and Facilities

Summaries by Item
Recommendations

Library and Information Resources

Summaries by Item
Recommendations

Student Services

Summaries by Item
Recommendations

Medical Education Program

Summaries by Item
Recommendations

Additional Questions

Summaries by Item
Recommendations

Numerical Tables



Questions?



Wake Forest University
School of Medicine

 ADVOCATE HEALTH



Submitted Question

With the recent changes (October 2024) to the definition of “parallel curriculum”, should the “distinction tracks” or “concentration areas” be considered as parallel curricula?

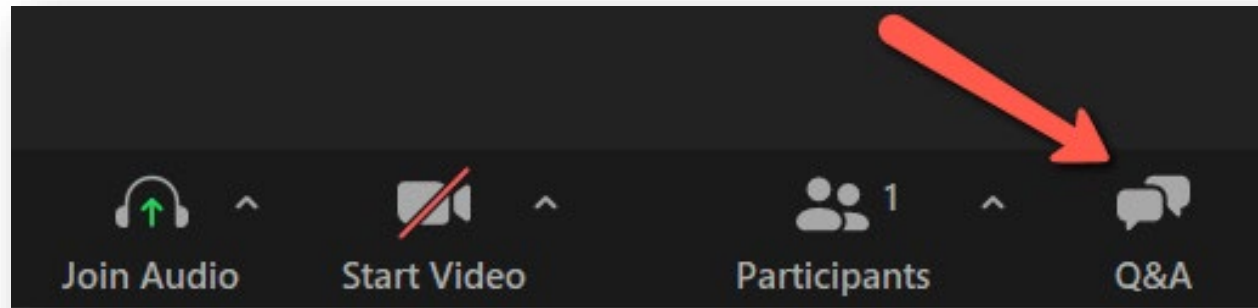
Many times, students voluntarily pursue the track/concentration. They are expected to engage in a capstone project and meet learning objectives specific to the track/concentration in addition to the core curriculum learning objectives.

Does the classification depend on whether the student can drop the track/concentration program and still graduate with an MD degree? Or are there other salient features that create the classification?

Open Q&A

How to ask questions in Zoom:

Participants can ask questions by hovering their mouse at the bottom of the screen to bring up their toolbar.



Click the Q&A icon and a box will open where you can submit a question.

Participants will not see other participants' questions. Only speakers will see the questions submitted.



LIAISON COMMITTEE ON
MEDICAL EDUCATION

Next Webinar: Thursday, March 20, 2025

Topic of the Month:

**Spotlight on Students: Being Responsive While
Setting Boundaries**

Email lcme@aamc.org with element or topic suggestions.